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ABSTRACT

This evaluation research report describes a program originally implemented to meet the needs of English dominant Hispanic students in an urban junior high school. The report combines qualitative and quantitative data in order to provide an understanding of the relationship of program goals, implementation procedures, and effects and delineates problems faced in implementing a program for minorities in a large urban school system. Empirical data illuminate areas where conflict may arise, including differences in professional philosophies and attitudes, role definitions within a school organization, communication networks between school and community, and learning and teaching styles. The system by which evaluation procedures are incorporated into the program as an ongoing feedback system is described. It is concluded that the Basic Skills Program has succeeded in bringing students of average (or above average) ability up to grade level in basic skills through both group instruction and individual tutorials. Recommendations for increasing the program's effectiveness are offered. Appended to the report are a copy of the original program proposal as well as copies of questionnaires administered to students, teachers, and the principal of the school in which the Basic Skills Program is situated.
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I. Introduction

A program called Hispanic Basic Skills Program was implemented at Burncoat Junior High School in September 1978 in order to service the needs of a population of junior high age Hispanic students who had experienced frequent school system changes throughout elementary school, and whose standardized testing predicted an inability to function adequately within a regular academic curriculum because of a deficiency in basic communication skills in both Spanish and English. The program is now in its second year of existence. It has serviced approximately 50 students many of whom have reportedly experienced success in the program. Although a summative evaluation component was included in the original proposal, its implementation has been delayed. The administrative decision makers within the Worcester Public Schools are asking about the effectiveness of the program. The purpose of this evaluation is to seek answers to the administrators' questions:

1. How well is the Program meeting its goals?
2. What is it doing well?
3. Where does it fall short of its objectives?
4. Should it be continued?
5. Should it be expanded to include other populations?
6. Should revisions be made in goals, objectives, curriculum, and implementation procedures?
7. Should the program be implemented in other parts of the school system and at what levels?

This evaluation is an explication model whose design and methodology have been devised in an effort to understand the relationship of goals, implementation procedures and effects. The primary purpose of the evaluation is to discover strengths and weaknesses so that the strengths can be built upon and the weakness may be analyzed and modified. The report provides the administrators in the Worcester Public Schools with a firmer factual basis upon which they will decide the future uses of the Basic Skills Program.

(The name of the Hispanic Skills Program was changed to the Basic Skills Program in September 1979, reportedly at the suggestion of the Affirmative Action Officer of the Worcester Public Schools. Throughout this report, therefore, it will be referred to by its present name, Basic Skills Program.)

II. A Presentation of the Basic Skills Program

A. Its History and Origin

Throughout the seventies there has been an increase in the number of referrals to the Child Study Department of the Hispanic student who was born on the mainland United States and has moved frequently from city to city, from school system to school system. This student usually has a poor attendance record and is functioning substantially lower than the academic level required for appropriate age/grade placement in the Worcester Public Schools. For example, of the 56 Hispanic referrals to the Child Study Department for the academic years 1976-77 and 1977-78 thirty-one were students who scored on standardized achievement tests at least three grade levels below their grade placement, but were nevertheless mainstreamed full time in the regular junior high academic program. Frequently the school psychologist's assessment of this student presents a multi-disadvantaged child with a negative self image, little motivation and little sense of accomplishment academically, socially or economically.

The Hispanic school population under consideration has not qualified for participation in the Bilingual Program which has been part of the Worcester Public School Program since 1969, because English is the primary language of this student population even though Spanish is often spoken by parents in the home. Because of the immediate critical needs of this group of students to find some success in

the Worcester Schools, the Hispanic Subcommittee of the Child Study Department initiated dialogue with community persons around common concerns and specific ways to meet the needs of this "Spanglish" speaking population of school age youth. The Hispanic Basic Skills Program emerged from these meetings as a specific plan to alleviate social and academic maladjustment and to meet the educational needs of this population of Hispanic students. The program was initiated in September 1978 at Burncoat Junior High, after determining that a large section of the target population was highly concentrated in the geographical sector of Worcester serviced by that school. It is a Federally funded program. The name of the program was changed in September 1979 to the Basic Skills Program for the reason stated above.

B. The Program

The Program in its original entirety is presented in Appendix 1. An explication of the program is presented in Chapter IV. This section merely presents a summary of the aspects of the Basic Skills Program that emerged from the needs assessment carried out by the creators of the program.

The primary purpose of the program was to help the Hispanic junior high student learn to make greater use of his environment both in school, and in his home and community. Therefore there was an attempt to involve parents, community resource people and school personnel in both the creation and the implementation of the program.

The three general areas for curriculum development delineated in the Program are:

- (1) Basic learning skills for school
- (2) Understanding and appreciation of cultural differences
- (3) Vocational and career opportunities in the community.

With emphasis upon these three areas - learning skills, careers counseling, culture awareness - the Hispanic student should develop through participation in this program better skills for coping with his environment, he should be able to utilize school and community resources for his own growth and he should learn to function effectively in a regular school program, thus improving self-concept and self-direction through a sense of accomplishment.

The program's goals and objectives are both broad and specific. Although there are specific directions for pre and post testing and criteria set forth for determining increase in attendance, sections on implementation, and specific methods for measuring progress were not included. However very specific criteria and methods were delineated for the selection of students for the Program. Very specific objectives are described in detail for the basic skills expected in the areas of math, reading, writing and oral expression. Precise curriculum materials are not included. Teaching style is expected to be geared to individual needs and was directed to be tutorial in character. In summary,

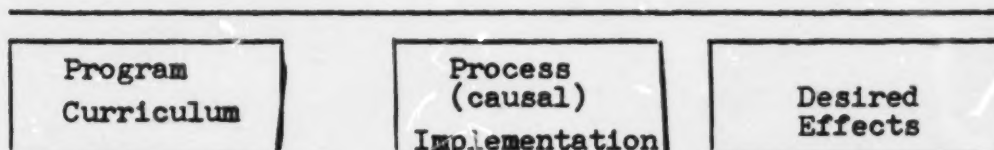
the proposal sets forth general goals and objectives, operationalizing some objectives and not others. Mechanics for scheduling and how the student would maintain affiliation with the regular program were not specified. Curriculum materials were neither planned nor funded.

III. The Design and Method of Evaluation

A. Design

In order to evaluate the Basic Skills Program I have selected a Suchman-Weiss¹ model as an intermediary means for the organization of empirical data for systematic analysis:

Figure 1

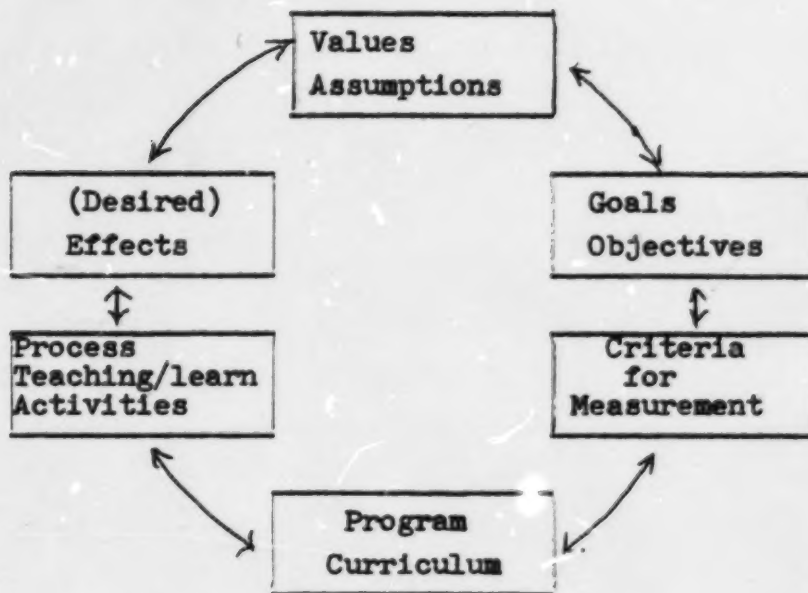


The primary reason for selecting this 3-way model for collating the empirical aspects (data) of the program is that it can be reincorporated into a larger circular model that allows the evaluative research process to become an on-going component of this program. In other words, as I have been evaluating the program I have introduced an evaluation mechanism in the form of a feed-back information exchange system to the program, thus building into it a means for quality control and a tool for redirection of an on-going program.

Evaluation is most productive when it can become a continuous process of program assessment and improvement...An important function of the evaluation should be to improve shortcomings of the program in order to increase its effectiveness...Evaluative research is best viewed as a learning process with the focus of interest being an analysis of why a program is failing or succeeding.²

The circular model into which this intermediary 3-way model has been incorporated is as follows:

Figure 2



This evaluation has extracted from the circular model the three aspects of the program-in-action: curriculum, process, effects. Seldom does an evaluation prove a program to be a complete failure or a complete success. By putting into operation a feedback system and establishing channels for communication and the collection of pertinent data from administrators, program designers, program operators and clients, this evaluation process can become an on-going communication network to ensure a dynamic program sensitive to changes in client and environmental needs. The ability of a program to change activities in response to changes in needs and goals increases its adaptability to other populations and to other school situations.

The three-way model for organizing the collection of empirical data permits the evaluators to look at the concrete aspects of the program from three perspectives:

1. From the perspective of curriculum and whether it is a theoretically sound plan for specifying what, how, and why to teach for attaining objectives.
2. From the perspective of the program in process, the sequence of activities, the amounts of time needed, the coordination of the program with the regular school program - teaching and learning in process.
3. From the perspective of effects and desired effects and whether the program actually is producing the desired changes in students - cognitive, attitudinal, and behavioral changes.

It is important to remember that a program or a plan of action in education may fail to achieve the desired effects for two reasons: either it is not based upon valid assumption or sound educational theory, or the sequence of events that are necessary to set the program into motion (process) is not effectively executed or coordinated by the people involved. The 3-way design introduced here as a model for organizing data collection has permitted the categorization of empirical knowledge about the program and has facilitated causal analysis. It has allowed us to look at objectives and the educational theory upon which

each objective is based. We have traced these objectives into action plans through the study of process, and have looked at the effects the process has had upon the student. If there has been change in areas predicted we have seen where the program is successful. If there are no apparent changes in areas predicted, we have looked at program and educational theory or assumptions upon which the program was built, or at process and learning and teaching theories assumed in implementation to seek out probable causes for achieving or not achieving the desired effects set forth in the original program.

B. Explication Model-Qualitative and Quantitative Data

In order to study and understand a program as it is developing in its natural school setting the evaluator has to be there while it is happening, to observe systematically with carefully established guidelines for observation the interactions of the people involved as they are carrying out the program's intention. A program is not an inert phenomena but is a complex network gaining its momentum from the interactions of many people - teachers, students, administrators, parents. An ethnographic descriptive (qualitative) approach to evaluation helps us to understand how the teacher's behavior may be related to a student response or how an administrator's interest and support for the teacher instills motivation and a desire to accomplish into the student, or how teachers coordinating effort and ideas does affect a child's self image. My approach has been to describe the program in process, as it is developing through behavioral observation obtained through carefully

structured interviews and through careful analysis of data gathered in classroom observation and interview. This method has the potential for discovering benefits and strengths that may not have been anticipated.

Together with this qualitative technique I have integrated quantitative data gathered from a search of documents: report cards, attendance records, standardized testing, individualized testing used in the selection of students for the program. The qualitative approach permits all people involved in the program to play an active role in the evaluation. In this way the process becomes meaningful because the data upon which the evaluation judgments are made includes input from teachers, students, administrators and the creators of the program. It provides a description of how all the parts fit together. The quantitative data provides data that can be measured and compared and will allow the evaluator to understand how a Basic Skills student functions comparatively with a regular program student (control group) before and after exposure to the program.

C. Data Collection Methods and Procedures

1. Kinds of Data:

The kinds of data that were collected for this study fall into two general categories.

- a. Quantitative data which has been analyzed
in mathematical terms-increase,
frequency duration, specific measurement.
- b. Qualitative data which has been analyzed

in ethnographic terms -- pattern
 repetition, pattern changes, pattern
 duration, pattern frequency -
 descriptive of actions data.

Quantitative data has been obtained by search of records,
 marks, standardized test scores. Qualitative data has
 been obtained by behavior descriptions: classroom environ-
 ment characteristics, attitudinal effects on behavior,
 learning styles, teaching styles.

2. Tools for collection

Document search

Interview

Questionnaire

Behavioral Observations

3. Procedures for data collection

- (1) Developed questionnaire and interview
 writers of original proposal.
- (2) Developed questionnaire and interview
 students by random selection who have
 participated in the Basic Skills Program.
- (3) Developed questionnaire and interviewed
 parents of participants by random
 selection.- Home visits.
- (4) Interviewed teachers of Basic Skills Program.
- (5) Interviewed teachers of students' regular
 classes.
- (6) Checked marks on report cards.

- (7) Compared attendance for school years 1978-1979 and 1979-1980.
- (8) Short classroom observational samples from both regular and Basic Skills classrooms.
- (9) Interview with Administrators and Guidance personnel in both regular program and Basic Skills program.

All questionnaires are exhibited in Appendix II

IV. The Evaluation Report

Science is nothing else than the search to discover unity in the world variety of nature-or more exactly, in the variety of our experience. Poetry, painting, the arts are the same search ... for unity in variety. Each in its own way looks for likeness under the variety of human experience

J. Bronowski Science and Human Values
1952 p. 16

The critical ingredient shining consistently through the masses of data gathered for the evaluation of the Basic Skills Program is motivated people, truly committed to understanding the needs of the Hispanic student and to finding better ways to help him or her experience a sense of accomplishment. Enthusiastic, dedicated, motivated people provide the wellsprings and strength to a program still struggling to become operationally effective as part of the regular junior high curriculum. This primary goal of helping the Hispanic student to "make it" in the Worcester schools and the Worcester community is the central theme unifying my evaluation. Variations on the theme are a result of variation among professionals and among students, in experiences, in needs, in perspective, in educational philosophy, in role definition. How effectively these variations become reconciled through establishing communication channels for sharing, understanding and resolving differences will determine the effectiveness and usefulness of the program in its present location and in future sites.

As stated in the Methodology my plan is to study and understand the relationship of goals, procedures and outcomes through studying the people who are energizing the program: the writers, the teachers of the program, the regular teachers, the students. This will clarify for the reader the program's emergence, its present status and its predictable developmental pattern.

A. A Description of the Basic Skills Program in Process:

The writers of the program convened early in 1978 to discuss and devise better ways to meet the needs of the many Hispanic students entering the Worcester Public Schools but experiencing failure. The meeting was initiated by the Spanish speaking School Psychologists and School Adjustment Counselors in the Child Study Department who were receiving an increased number of referrals on English speaking Hispanic students who scored at least three years below grade level on standardized testing but were of at least average ability. Community agencies were contacted and invited to participate in the formation of a program because they likewise were concerned with how best to service this increasing population. Worcester Youth Guidance was the one agency that chose to participate.

The intent of the program was to provide academic tutoring for the English speaking Hispanic student so that he could learn to function effectively in a regular academic program. A large percentage of suspensions and absences in the school were found to be among the population of

Spanish speaking families. It was hoped such a program would alleviate the need for suspension and help to increase attendance.

Among the writers there was consensus about goals:

1. increase in basic learning skills
2. better self-concept
3. better use of resources in the schools
and in the community
4. parent involvement in the program
5. improved attendance

One writer felt the goals could not be separated in terms of priorities; another wanted only the concrete goals included, eliminating the psychological concepts of self-concept and self-directing; a third believed the main thrust should be upon multi-cultural understanding and appreciation. But all were included and translated into specific curriculum plans and objectives. (See Appendix 1) The writers believed that evaluation was built into the program by directing that pre and post testing occur. Particular tests were not specified.

The program was approved and funded for implementation in the summer of 1978. The Spanish speaking School Psychologist had visited elementary feeder schools to Burncoat Junior High in the spring of 1978 and had evaluated individually and in small groups 60 students (29 females, 31 males WRAT, BOTEL). Seventh graders recommended by teachers were added to this list and tested individually in the fall of '78.

A committee was organized to select a teacher for the program, and upon the recommendation of the Principal, Mr. M. was appointed and transferred from ESL at Burncoat Junior High to teacher for the Basic Skills Program. The principal felt that an important factor in selecting the teacher was that he be acquainted with the policies and structure of the school, and that he have a good working relationship with the other teachers. These factors he felt were of prime importance for the success of the program.

The selection process as delineated in the Program proposal was interpreted and carried out by the Principal, Mr. D., also a writer of the program, by Mr. M, and by the Spanish speaking Guidance Counselor. Selections were based upon testing criteria submitted by Mr. C., School Psychologist, and from teacher recommendations. A class roster of 20 students was formed. All the families of these students were visited and asked to attend a meeting about the program in order for them to contribute ideas to the program and to help the school improve ways to meet their children's needs. Only 6 parents responded to this invitation - a factor very discouraging to those involved in getting the program started.

However Mr. M. together with Spanish Guidance Counselor organized materials, revised schedules and had the program in operation by November 1978. He was provided with one classroom Aide. He defined his role in the program as a teacher of Math and English classes. For materials he used

the same Math and English books being used in the regular program but had to gear self-made materials to the individual students level. All students in the group were 3, 4, and 5 years below grade level in either Math or English, or in both. Some of the students were there for only the Math class, others for only the English. He organized his classroom around group instruction, with directions to the Aide to provide individual help as needed. There was not much student interaction, according to Mr. M.

Mr. M. had five classes a day. At first he tried to have the student maintain affiliation with the regular English and Math classes, but when confusion arose as to marking (failing) the students in Math and English, a decision was made to have Mr. M. totally responsible for the Basic Skills student for providing the Math and English curriculum and for marking the student in these subjects. Mr. M. felt a part of the school structure and periodically sat in on team meetings when any of his students were being discussed in reference to the rest of their program which was part of the regular curriculum.

The multi-cultural aspects of the curriculum were never implemented by Mr. M. He had been promised input from social agencies to the program especially in the areas of cultural and community and career opportunities, but these "promises" were never delivered. (Dr. D. of Youth Guidance, a writer of the program, had offered to participate in providing cultural and community opportunities to the student.

He visited the classes once, but unfortunately for the Program accepted a position in a University outside of Worcester and lost contact with the program). Mr. M. resented the lack of support from people outside the school, but also believed many of the goals were out of reach. "I can't believe that the writers could believe these things (Humanities) could be done. We work on basic skills and increase ability to do homework and tests. These kids have never done it before."

In summary Mr. M. continued as teacher until January 1980. He was able to effectively transfer a program from a written document into a dynamic program by a decision making and action pattern based upon his keen understanding of the school's structure and by his perspective on the immediate needs of the population of students designated to be serviced by the Program. He stated at the close of his interview

"The kids like the program. Kids frustrate easily when they're not succeeding. Now they're doing something they can succeed at. They will ask questions in hopes of succeeding because they have experienced a sense of success and accomplishment. All Junior Highs should have this program."

In January 1980 Mr. M. was transferred to a Career Counseling pilot program and Miss G. became the Basic Skills teacher. She was new to the Worcester public schools. Her orientation to the program included the opportunity to observe the program for an entire week, and to confer with Mr. M. and the classroom Aide, on a continuing basis.

Miss G. has spent time researching better curriculum materials. She found the regular classroom textbooks to be too difficult for the student in this program, so she has bought new materials on her own and adapted existing textbooks. She has found Math games and concrete materials such as menus, newspapers, forms, etc. especially useful. Her classroom organization is based upon the philosophy that students learn by interaction with one another as well as with the teachers. She offers some group instruction every day, then letting the student work at his own pace with individualized instruction from the Aide and from her, and the opportunity for the students to cooperatively help one another. She believes that the student has learned to trust her and to come to her for advice on home and social problems as well as academic problems. She finds that the students themselves empathize with one another and are able to offer support and encouragement to one another when they have upsetting problems which interfere with motivation to study. Frequently a class begins with a short period of discussion among the students about an out-of-school problem. Then together they settle down to the lesson and complete the daily work. Social problems and feelings take priority before attention can be directed to academic learning.

Miss G. does not feel a part of the school structure. She has little contact with the regular classroom teachers whom her students have.

"I don't always know what team the children are on. Teachers have team meetings every day. I'm all by myself and I feel isolated. I wish I had someone with whom to discuss ideas."

Occasionally team teachers request parents to come into school.

"I had a tap on my door the other day asking me if I wanted to talk to the parents of one of my students."

But these occasional meetings are not enough. She would like to meet regularly with teachers who have these children in regular classes in order to know how they are progressing and if there are other areas in which she can provide help. Ms. M. the School Adjustment Counselor, stops in to talk about the program occasionally, and she wishes these visits were more frequent. Miss G. feels however that the program is having a positive effect upon the students in respect to attitudes toward school and attitude toward me.

"They have become respectful and display good manners. They show me consideration and they care about me because I care about them and helping them. They are more frequently taking the initiative in asking me for help with both academic and personal problems."

B. The Analysis

1. Program

The areas delineated for program instruction in the original proposal included basic academic skills, knowledge of multicultural histories and customs, and career and occupational exposure and counseling. These were to be achieved through the joint effort of community (social agencies) families and school, so that the student could learn to become self-directing in all aspects of his life-school, home, community. In actuality only classes in Math and English have been offered in the Basic Skills Program by teacher #1 and teacher #2. Teacher #1 talked in interview about all the promises made before the program started in respect to multi-cultural and community opportunities with plans for social agencies and one writer in particular to participate on a regular basis. This person came to visit the class once. Post testing was set forth as part of the built in evaluation. This also was not carried out as planned in the original proposal.

Due, seemingly to a break-down or possibly a lack of an administrative network for communication among people to be involved in the program, and no directives as to who was to administer the program, teacher #1 took on that responsibility and it became his program. With the help of one aide, a bilingual counselor, and the principal the program has functioned totally by personnel within the school. The program has become an academic program in Math and English.

When teacher #2 took over in January 1980 she was employed to take over "teacher #1's program". She has worked under his direction and he has continued to make some of the decisions as to which students remain in the program. Teacher #2 was not given the original proposal to read until more than a month after she started as teacher in the Program. The School Adjustment Counselor following up on the Program gave her a copy.

So the basic skills program is a purely academic program within the present school. The regular classroom teachers identify it through the name of teacher #1 (Mr. M's Program) and were also not familiar with the original proposal when interviewed. The principal describes the Program as an opportunity for children to learn at their own level, increasing skills until they can make the transition into the regular program.

2. Process

Curriculum

The process by which the Basic Skills Program would become a dynamic reality was delineated in the original proposal as a joint effort among Child Study personnel, key persons in the community coordinated by the social worker who was one of the writers, the parents of the children selected for the program, and the school persons, especially a teacher selected to head the program, an aide and a bilingual guidance counselor. Almost immediately the communication network, if there was one, broke down and effort was not

coordinated. The School Psychologist screened many students, 60, visiting 3 or 4 feeder schools. Families of all these students were visited individually by the School Psychologist and the School Adjustment Counselor, to explain the program and to invite them to a planning meeting. The response was minimal - only 6 parents appeared, representing 3 or 4 students. The teacher, anxious to get the program started, met with the guidance counselor and using the school psychologist's testing data and teacher recommendations but not including him in decision making process, formed a roster, adjusted schedules for students, and started the program. Almost immediately input from families and community was abandoned as a possibility for strengthening the program and the process became one of academic classroom learning within the school. The teacher in many ways felt abandoned and somewhat bitter about unrealized promises from the writers of the program. He felt it his responsibility to make the program a success so turned to the resources within the school with which he was familiar and on which he could depend. He turned his energies away from looking outside the school for support and help in providing the curriculum designated, and concentrated on academic basic skills with which he had experience.

The program in process continues to be classes in Math and English based upon the "continuous progress" philosophy of learning. Teacher #1 organized his class around group

instruction and individualized help. Teacher #2 offers a smaller amount of group instruction every day with larger amounts of tutorial and individualized instruction.

Selection of Students

The first year the students were selected through individual testing by the school psychologist as described above. The second year class did not come into operation until October or November because students were selected through recommendation of regular classroom teachers about students that were not making it in the regular program. In interview with the regular teachers there was much criticism of this method. It disrupted everyone's schedule; the Basic Skills student had two adjustments to make in this approach. Many teachers felt that selections should be made at the end of the 6th grade so that the transition would be smoother for the student and all classes or teams would not be disrupted. The Principal, on the other hand, felt delaying the selection until 1st marking period gave each student a crack at making it in the regular program. Then if the school found they were failing, he could be placed in the Basic Skills Program.

3. Effects

The effects that the program has upon the student is the essence of its success. What kinds of changes are noted? Can these changes be measured and compared with students not exposed to the program? Can these changes be measured in terms of growth dependent upon exposure to the program using the student as his own point of comparison?

An analysis of the data denotes that there have been changes. Interview data with both teacher #1 and teacher #2 describe changes in attitude toward school. The student within the basic skills classroom takes the initiative to ask questions as they try to organize and understand the materials being taught. For instance in a lesson being presented on percentage, menus were handed out to each student. They were to select individual lunches, add up the cost and then figure out the sales tax and the amount of tip each should leave for the service. There were long periods of time when the students worked quietly listing item and adding numbers. They quietly talked with one another comparing selections; then, one by one, asked for help in figuring or checking if their numbers were correct. A final class discussion showed that the student was motivated to learn more about other ways that percentage computation is used. The student is becoming motivated to learn. The teacher relates this to adjusting curriculum materials to situations meaningful to the student. In this particular lesson, materials were offered to decrease competition: they were all selecting their own foods and prices so each student had a different mathematical problem. They could help one another in process, not in specific product. This particular classroom promoted cooperation.

Does this change in attitude carry over to the regular classroom? Some teachers say "no", others say "yes". For instance a comparison of two Science teachers provide contrasts in how the Basic Skills Program should be used and the effects it has upon the student. Science teacher #1

says there is increased motivation and change in attitude toward learning based upon the student's ability to do the work and gain in a sense of accomplishment. She feels this program should be tutorial in nature, with regular teachers adjusting and increasing standards gradually dependent upon continuous progress. Another Science teacher sees no changes in the Basic Skills students attitude toward learning Science. She feels that the Basic Skills Program should provide an entire curriculum to the student, including Science and the student should not be allowed into the regular Science class until standards are met through passing a test.

Changes in Marks: The 1978-79 Basic Skills Program students (20 students) except for 2, all improved their marks in Math and English over the preceding year. Their Reading marks, part of the regular program, also all remained in the same range or increased. There were only 4 D's in the entire group and 2 F's.

The 1979-80 Basic Skills Group however, was larger (35) and the successes have not been as great. There were 10 F's and 9 D's, 19 out of a possible 70 marks in Math and English: 27% D's and F's, 14% F's. (See Table 1)

If however these figures are compared with the Control group, a group matched in grade achievement levels (standardized testing) and of similar SES background, but who did not participate in the program we find the program does make a difference. Only 27% of the Basic Skills students had below average marks, whereas 50% of the control group were below average in achievement.

Table 1.

MARKS - BASIC SKILLS (70 marks)	35	MARKS - CONTROL (78 marks)	39
Math and English		Math and English	
10 F's (14%)		21 F's (26%)	
9 D's		13 D's	
0 Inc.		4 Inc.	
19 out of 70	27%	38 out of 78	50%

Attendance: In looking at the effect of the Basic Skills Program on attendance, there are no significant increases in attendance. There were small changes, some increasing in the attendance rate, but others falling off in the number of days attending, as the student enters junior high. In reviewing attendance records of the basic skills student there are strong statistical indicators that school attendance patterns are established early in a child's school life. For instance one student who has been absent 61 times out of 133 in the present school year, was absent 22 times in 1975, 61 times in 1976, 27 times in 1977 and 63 times in 1978. Another student who has been absent only 4 times this year has had similar infrequent absences throughout his schooling: 2 - 4 - 5 - 11 Attendance patterns are established early in life and stand firm against forces that are used deliberately to change those patterns. However, there appears to be a relationship between school attendance and achievement with indicators in school records that those with absenteeism above 45 to 50% usually fail academically at least 3 out of 5 subjects.

A comparison of a frequency/range analysis of all students in the 1979-80 Basic Skills Program and the Control group.

Table 2.

ATTENDANCE - BASIC SKILLS

Number of days 957

$\bar{X}$ = 27.34

lowest=0
highest=107

Range of absences

0 - 25 = 21 students

25- 50 = 9 "

50- 75 = 3 "

75-100+ = 2 "

ATTENDANCE - CONTROL

Number of days 688

$\bar{X}$ = 17.64

lowest=0
highest=101

Range of absences

0 - 25 = 31 students

25-50 = 5 "

50-75 = 2 "

75-100+ = 1 "

V. Summary and Conclusion

The Basic Skills Program has been in existence for almost two years and is struggling to become a part of the regular junior high curriculum. The academic basic skills component is the only aspect of the original program that has been implemented and there are questions in respect to how or if there are plans to develop the multi-cultural and career aspects of the program, and if there will be further attempts to involve the community and the family in the programs operation. The one teacher of the program together with an Aide are attending to the teaching of basic skills. A broadening of the curriculum would require an increase in personnel or perhaps an assumption of some of these aspects of the program by the regular teachers - social studies, home economics, for the multicultural, for instance, guidance counselors and pilot career project for careers and occupation opportunities. There are plans for a program to involve parents in the school underway for next year for the entire school. As these projects develop within the school there will be less need for the basic skills personnel to provide these components for their students since ideally it will be available to all students.

A search of records has provided data indicating that there has been an improvement in marks and that students in the basic skills program have done appreciably better (14% rather than 26% failures) than a matched control group of 26 - 32 students in the regular program. However as yet

there has not been established a monitoring system for following the progress of individual students and knowing when and if they are ready to return to the regular program. There are differences of opinion among regular classroom teachers. Some feel the Basic Skills Program should be tutorial and the students should stay in the regular classes and marked accordingly according to continuous progress. Other teachers do not want these students in their class until they meet 7th or 8th grade standards. Yet there is no consensus as to what these standards might be. There need to be more specific procedures measuring progress, procedures devised and continually revised by the teachers working with these students. All teachers interviewed agreed on the goal of helping the student to function within the regular program. They need time to sit together and come to some agreement as to procedures and the relationship of Basic Skills Program to the regular teams.

Attendance has not been effected in any significant way by the Basic Skills Program. Its stated goal of increasing attendance 90% was based upon the assumption that a sense of accomplishment from succeeding in academic skills will help to increase self-esteem and make the student more motivated to attend school. Perhaps there has not been enough attention to the self-concept building aspect of the program, but it seems logical to assume that attendance patterns are established early in life and are complexly integrated with family patterns, an area needing much research.

The mechanics of the program need refinement - the selection of students in the spring so scheduling isn't confused in September; a classroom free of study students in the back; the possibility of locating in one room so materials can be available on a continual basis and there is more flexibility for tutorial services as they are needed from the regular classroom throughout the day.

Finally there is consensus among all teachers that the Basic Skills Program works best for students of average or above ability who have fallen behind class level because of school changes and lack of good developmental exposure to reading and math skills. Behavioral problems are not resolved through this program and in the few cases when a behavior problem has been temporarily placed in the Basic Skills Program class the progress of other students has been interrupted. On occasion the Basic Skills Program class has been used as a transition position from the Resource Room to the regular classroom. This has proven ineffective because of the amount of individualized help needed for the Special Ed student which is more effectively handled in a Resource Room or by having the regular classroom teacher receive the services of the generic consultant. (Special Ed students ^{in B.S.P} receive very poor grades and need more than average attention and tutoring)

In summary the Basic Skills Program's strength is in the opportunity it has offered the average ability student to bring skills up to grade level through a classroom environment based upon continuous progress, and taught through both group instruction and individual tutorials.

The program is now open to any students who may fall 3, 4, or 5 grade levels below his present placement. Data indicates marks have improved and attitudes toward school have changed toward more effective use of school resources.

VI. Recommendations

A. Within the program:

- (1) Standardize the selection process and try to make it a part of the regular spring placement and scheduling program in the 6th grade and the 7th grade.
- (2) Establish procedures for monitoring progress in basic skills so that teachers can more easily determine a student's readiness to accomplish effectively in a regular classroom program. Length of time in the Basic Skills Program should be flexible according to the student's need and readiness to return to the regular classroom.

B. Within the School:

- (1) Establish some mechanism for involving the basic skills teacher with the regular academic program. She could perhaps participate in team meetings on a regular weekly basis, if team schedules can be coordinated with the Basic Skills Program teacher's schedule. The

basic skills students are now spread out among 5 teams. There could perhaps be some schedule consolidation without having too many Basic Skills Program students on any one team, and allow time for the Basic Skills Program teacher to attend a different Team meeting each week.

C. Within the School System:

- (1) Administrators should make decisions as to the aspects of the Program they want continued, whether it should be expanded according to original proposal, (multicultural-careers) and whether involvement of social agencies and families in the school program should be studied. It is indeed a difficult problem when a school program has written into its curriculum components that are dependent for implementation upon people such as social agency workers and parents over whom the school has no direct control to guarantee the student will receive that service.

It is important to report that in visiting the homes and parents of the students in the Basic Skills Program, it was found that the students who were doing well academically had parents who place importance upon getting an education. One father told of his hopes for his son to attend college "so he won't end up as a factory worker all

his life." Another made sure the son attended school everyday but was not certain how well he was doing. This boy was a good student in the Program. There appeared to be some relationship between the parents awareness of a need for education and the students achievement and attendance record.

- (2) This evaluator believes the program is academically effective. Its effectiveness could be increased by overlapping and coordinating existing school mechanisms (teams, committees) so that regular teachers have input to the Basic Skills Program and the Basic Skills Program teachers have input of ideas to the regular program as the student makes that transition. Its effectiveness in the present location indicates other Junior Highs should have the same opportunities. Teachers whose ideas are being heard and considered develop the self-esteem we are trying to build in students. The resulting increase in morale pervades the classroom.
- When a (school) enables its members to manage themselves...it is utilizing what appears to be the basic facts of human behavior. It is creating sound conditions in the relationships among men which have two fundamental consequences.

One is that men can be mature, adult, and ready to accept the challenge to achieve objectives to which they can openly commit themselves. The other is that since these objectives to which they have committed themselves are identical with the purposes of the (school), the (school) is mobilizing human resources in such a way as to realize its aims as well. Self-interests and (school) interests are meshed.

p. 74 Carkuff-How to Build a Dynamic Corporation

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APPENDIX 1
Original Program

**A PROPOSAL FOR
HISPANIC BASIC SKILLS PROGRAM**

Respectfully submitted to:

Miss Dorothy Davis

By Dr. Melvin Delgado

Mr. James Duffy

Mr. Antonio Capel

Mr. James Kieras

Mrs. Maureen Moorehouse

June 1, 1978

INTRODUCTION

In December 1977, members of the Hispanic Subcommittee of the Child Study Department established dialogue centered around common concerns with Dr. Melvin Delgado, Worcester Youth Guidance Center. The area of most need which emerged was for a basic skills program for junior high Hispanic students.

After discussing the Hispanic population in the various geographical sectors of the City, we determined that there was a concentration of our target population in the Burncoat Junior High district, and so decided to focus our attentions on a program to service the students at Burncoat Junior High. To further our goal of establishing a cooperative proposal we met with Miss Dorothy Davis, Executive Assistant for Governmental Relations, and Mr. James Duffy, Principal of Burncoat Junior High School. After receiving valuable direction from Miss Davis, as a follow-up we established a proposal writing committee composed of the following members, - Antonio Capel, School Psychologist; Melvin Delgado, Director of Spanish Program, Worcester Youth Guidance; James Duffy, Principal; Salvador Fernandez, Community Liaison; James Kieras, School Psychologist; Maureen Moorehouse, School Adjustment Counselor; and Cristina Singer, Bi-Lingual Guidance Counselor.

NEEDS ASSESSMENT

It has become evident to social service workers within the school department and community agencies that there exists a number of Hispanic students of junior high school age who are not able to optimally function within the regular academic curriculum. The basis of this judgement lies in information gained through client interviews, parental interviews, and consultation with school personnel. The presenting problem appears to be a twofold one - academic and social.

The Hispanic population we are referring to in this proposal appears not to be functionally literate in either Spanish or English, and needs assistance in the areas of basic communication skills - written and oral, and basic mathematics skills. For example, in surveying a sampling of Hispanic referrals to the Child Study Department for the 1976-77 and 1977-78 academic years, of the fifty-six (56) students sampled, thirty-one (31) were found to have scored at least three grade levels below their grade placement on achievement testing. These thirty-one (31) students were totally mainstreamed in the regular junior high school program at the time of testing.

The social issue is a complex one. There appears to be a certain alienation which separates these students from the prevailing society, and so there exists a need for real inclusion in order for the Hispanic students to be at ease and feel a part of this environment. Cultural differences cause a separation from the dominant culture as well as from the bilingual Hispanic culture. The Hispanic students of our concern are unable to identify with either group. In trying to maintain

a cultural identity, a student in this category has on occasion expressed an interest in admittance to the Bilingual Program. He cannot, however, meet the language requirements as his primary language is English and his Spanish is usually a combination of both sometimes referred to as "Spanglish".

In this proposal we are referring to the Hispanic student who was born on the mainland United States and has lived there all or most of his life. In profile, this student has attended a number of different schools, perhaps in several different cities or school systems. The student has a poor school attendance record and is at this time functioning substantially below the required academic level for appropriate grade placement.

A program such as the one we are proposing will take into consideration the student's educational and social needs in an effort to facilitate both personal growth and environmental adaptability to the school and community. Our method for doing this is to utilize fully those services available within the school and community. For this program, the academic boundaries for learning reach outside the confines of the school walls and into the reality of the City of Worcester.

GOALS

To provide the needed learning activities to enable the students to gain skill in the areas of reading, writing, oral expression and mathematics in order for them to be integrated into the regular academic program.

To increase the students' sense of selves in terms of the Hispanic ethnic culture and its place within the total framework of cultures.

To utilize community resources for experiences in vocational career orientation.

To help them to be self-directing, which will allow them to master their environment.

To improve school attendance of the participating students.

To improve community-parental-school relations for those students in the program.

OBJECTIVES

The program will increase the students at least two grade levels in the following areas:

- Reading
- Writing and Spelling
- Oral expression
- Mathematics

A pre test will locate students' present academic achievement before entering the program. Intermediate tests will follow up his progress and reinforce areas to be improved. Post test will assess students' overall achievement.

Writing and oral expression of students enrolled will be evaluated before and after by the use of samples, taped interviews and questionnaires.

Increase and enhance knowledge of:

- Humanities
- History
- Sociology
- Psychology
- Geography

This will be done in conjunction with agencies working with the Worcester Community, speakers, assignments and study projects within the frame of the community, including newsletters, articles from newspapers, and radio and television.

Use of Worcester resources for Hispanic and use of Hispanic people, to increase their knowledge of surroundings, jobs available, career programs and requirements, how to fill job applications and conduct interviews.

Exercises in using the classroom as part of the students' environment, knowledge of school personnel, - Administrative Staff, Principals, Teachers, and supportive services.

To increase their knowledge of own health, physical as well as emotional.

The program will have an impact on school attendance and will aim to increase attendance by 85 - 90%. Behavior modification techniques will be used to obtain this, such as,

- Student advisory group to reinforce rules
- Teachers' and students' rewards (free time, movies, other sources)
- Use of peer pressure to increase attendance
- Clear understanding of this program and their participation because of their own free will.

Before students are enrolled in the program there will be individual meetings with parents and students, and also subsequent parent meetings to increase their input in the program, including:

- Operationalization of the program
- Evaluation
- Review of goals and how they are obtained
- Trips and cultural events participation.

Supportive services will be enhanced within the program, - counselors, adjustment counselors, school psychologists and resource teachers will form a team of community effort.

SELECTION PROCESS

Target Population:

Fifteen to twenty youngsters
Predominantly composed of Hispanic background
At least three grades deficient in math, reading,
writing and oral skills
Fluent in spoken English
In grade 7 or 8
Normal or near normal intelligence
No presence of severe emotional problems

Review of Standardized Scores

Recommendations of Teachers

Screening by Child Study Personnel

Botel Word Opposites and Botel Word Recognition Tests

KeyMath Diagnostic Test - selected subtests

OPERATIONALIZATION

Overview

The primary purpose of this educational program is to provide the needed learning activities to enable students to obtain basic English and math skills. In the process of achieving this academic goal, students will also grow emotionally and better prepare themselves for eventual mainstreaming at the secondary level. The program will utilize a multi-faceted approach to learning, thus facilitating the learning process. In addition to didactic presentations, extensive use will be made of in-class exercises such as role playing. Career awareness and exploration will be infused into the regular curriculum. The classroom teacher will have at his/her disposal community resources such as guest lecturers, field visit sites, etc. The classroom teacher will also have a team of consultants to assist in implementing this program. These consultants will represent various social service and school settings. Whenever possible, students will leave the classroom and engage in learning activities throughout Burncoat Junior High School. In essence, mainstreaming to avoid feelings of isolation will be a goal wherever possible.

Math

In math the students will be taught at their own instructional

level building self-motivation and working forward basic objectives:

To diagnose each student's weaknesses thru SRA math concepts and math computation exam, KeyMath Diagnostic Test, or others.

To review and drill with the four basic operations $+$, $-$, $\times$, $\div$, of whole numbers, decimals and fractions, according to students' needs.

To apply each operation to real life situations, making change, measuring, using road maps, finding bargains, altering recipes and patterns, reading clocks and gauges.

To practice picking out vital information from word problems and use correct operation (s) to solve.

To use individualized units designed to ideally bring each student from instructional level to grade level or maximum possible.

To discuss with students their weak areas and needs for study, to foster a positive attitude toward math and to create self-confidence by stressing self-checking for accuracy.

Reading

The reading curriculum will consist of a highly structured program of reinforcement which will consider each student's particular mode of learning and will of necessity be individualized.

Basics, such as, the teaching of roots, prefixes, suffixes, and word attack skills will be taught, perhaps at times relating English words to Spanish.

Vocabulary development will involve prepared materials as well as the use of words the student in his own reading finds to be unfamiliar.

High interest materials with ethnic themes will be utilized for the development of reading skills.

The use of tape recordings, cassette filmstrips, read-a-long books, and dramatizations will serve the purpose of giving depth to the curriculum.

The Hoffman Decoding and Comprehension Test, a criterion based reading test, will be used for continuous assessment of reading

comprehension skills.

Possible materials:

Reading for Understanding Kit - SRA
Specific Skills Kit - Barnell Loft, Ltd.
Reading for Concepts
Pall paperbacks
Know Your World Weekly Newspaper
Phoenix
Scholastic Action Kit
Unknown World Series - Holt
Family, A Family Is A Way of Feeling, Coping, ...
Jabberwocky Cassettes

Written Expression

Written expression is based on an individual's acquisition of a certain level of vocabulary development, knowledge of the alphabet and the formation of words, fine motor coordination, and the ability to organize thoughts and commit them to writing.

An integral part of the curriculum will be its emphasis on written expression as part of the daily activities. Emphasis will at first be on quantity rather than quality in an effort to have the students receive positive rather than the negative feedback which occurs with the correction of grammar and spelling.

Students will be encouraged to express their feelings in writing through the mediums of poetry and prose.

The ultimate goal is for the student to develop his writing skills to a level where he expresses his thoughts in a logical and orderly manner using correct grammar, punctuation, and spelling.

Oral Expression

Students will improve their oral expression in English language by the use of:

Classroom discussion.
Oral reading aloud to the group.
Literature projects, acting plays presented to the class.
Giving and following oral directions.
Practicing interviews with one another.
Role-playing situations.
Vocabulary drills and use of dictionary.
Using tape recorders to criticize themselves.
Allow them some input in making arrangements for field trips.

Social Science

Humanities: music, literature, arts.

History: Puerto Rican, Latin American and Caribbean, United States as it relates to hispanic history, Neorican vs. Puerto Rican history.

Migration: Socio-economic and political factors impacting on migration of Puerto Ricans to and within the United States, i.e. Worcester.

Socio-Economic Status of Puerto Ricans in the U.S. U.S. Civil Rights Commission Report.

Culture: Belief systems, role of family members, traditional vs. non-traditional systems of healing, identity issues, etc.

Psychology: Impact of migration to the U.S. and its psychological manifestations.

Geography: The role of geography on Puerto Rican politics.

Sociology: Stratification issues and social problems confronted by Puerto Ricans and other hispanics.

Life Coping Skills and Career Exploration

Based on the belief that there are certain social skills and a particular fund of knowledge necessary to adequately function in real life situations, an integral component of the program's curriculum will be based on Dr. Norwell Northcutt's model of functional competency. It is a two-dimensional model involving both knowledge and skill components.

Knowledge areas.

- Consumer Economics
- Occupational Knowledge
- Health
- Community Resources
- Government and Law

Skill areas:

- Communications
- Computation
- Problem Solving
- Interpersonal Relations

The purpose of the course is for the student to develop an in-mastery over his environment. Initially, the topics will be basic ones, such as:

- How to obtain a Social Security Card.
- How to find out a bus schedule.
- How to read a job application form.
- How to ask a teacher for help.
- How to determine which size can of food is cheaper.

EVALUATION

A series of pre and post tests will be administered to judge the effectiveness of the program. These tests will involve the development of new systems of measurement, such as tape recordings, class

presentations, and field exercises to judge coping skills. It is our expectation that this method will be developed and implemented by an independent evaluator.

Many thanks to Barbara K. Leith whose understanding and support has made possible this project.

APPENDIX 2

Questionnaires

OUTLINE OF INTERVIEW FORMAT

INTRODUCTION

I. Program

II. Process

- A. Selection of students
- B. Selection of Personnel
- C. Implementation of Program

III. Effects

- Definitions of goals (operationalization)
- Measurements: Kinds
Amounts

CONCLUSION

Interview Format A (Writers of Program)

This interview is for the purpose of gathering data about the Basic Skills Program currently in process at Burncoat Junior High School for evaluation. I want to find out, from the Writers' point of view, the intent of the program, its goals and objectives, and the curriculum and steps planned for putting the program into operation. I have specific questions to be answered but I want you to feel free to talk about any aspect of the Program which you deem important from your perspective as one of its creators. I have divided the questions into three sections or data categories: (1) PROGRAM (2) PROCESS (3) EFFECTS.

I. PROGRAM

- (1) You have a list of goals before you. Please rank them in order of their importance.
- (2) You have a list of objectives before you. Please rank them in order of their importance.
- (3) How did your committee (writers) define "objectives"? How did you distinguish an objective from a procedure? (Are some of these objectives really procedures?)
- (4) Did you relate specific goals to specific objectives? Let's, together, categorize both into common areas of concern:
 - learning skills
 - social skills - environment
 - self concept
 - career interests
 - attendance
 - community/parent/school relations
- (5) What was the original intent of the program? How did it originate?
Are all goals stated necessary for original intent? (Why added?)
Are all objectives stated necessary for original intent? (Why added?)
Is each unit in curriculum able to be traced to original intent?
(Why added?)
- (6) Now, let's work through curriculum units as delineated in original Proposal and place them into categories established in question 4. How will each of these units be put into motion? Is there a priority list for implementation?

II. PROCESS

A. Selection of students:

- (1) Let's look at the selection process. In the proposal you established criteria for selection. Are the established criteria realistic in terms of needs of population? (language fluency, emotional problems, etc.)
- (2) Who (committee, team, or person) made the selection?
- (3) How many were screened? How many selected? How many rejected and for what reasons?
- (4) Were procedures followed as specified in proposal?
- (5) Was the program able to serve all students that met criteria and needed it? (What is the possibility of a control group for the evaluation?)

B. Selection of Personnel:

- (1) Who were (was) the teacher(s)? Criteria for selection? Who made selection?
- (2) What other school personnel were involved? Guidance Counselor? Regular Teachers? Adminstrator? Advisors?
- (3) Is there an Advisory Committee? How frequently do you meet? How frequently is the program visited?

C. Implementation of Program:

- (1) When was the program started?
- (2) In what order was program implemented?
What parts have been implemented?
What parts have not been implemented?
- (3) Has the teacher the sole authority for carrying out the program? From whom within the school has she (he) had support or help? From whom outside the school has there been support?

III. EFFECTS

Before we can know to what extent the program is meeting goals we must review or establish criteria and define desired effects in measureable terms. Lets review each objective for definition or operationalization:

- (1) Skills:
 - (a) What skills?
 - (b) Improvement in skills? How is this measured? Better marks, standardized test scores? Individual achievement tests?
 - (c) How much improvement?
 - (d) When should it have occurred for measurement? month, term, year?
- (2) Attendance - better? How much is better?
- (3) Self-concept - how defined and measured?:
 - (a) attitude toward what?
 - (b) class participation?
What kinds of behavior?
What kind of functioning?
- (4) Self-directing in mastering environment.
 - (a) teacher's report? descriptive data?
 - (b) classroom observation?
- (5) Improve community/parent relations?
How measured:
Quantitative: number of school visits?
Qualitative: kinds of interactions and quality of involvement?

Conclusion: In this interview we have reviewed goals, objectives and curriculum, established priorities, and discussed implementation of the program as it pertains to the original Proposal. Is there anything else you would like to add about your knowledge of the program (positive or negative).

What do you see as a future for this program? (Expansion)

Would you be willing to serve on an advisory committee for the program?

OUTLINE OF INTERVIEW FORMAT
(Teacher of Program)

INTRODUCTION

- I. Program
- II. Process
- III. Effects

CONCLUSION

Format for Interview (Program teachers)

Introduction:

The purpose of this interview is to gather data about the Basic Skills Program in order to evaluate how it is progressing and the feasibility of adapting it to other schools and other populations. I want to find out your understanding of the intent of the program (its goals and objectives) but, primarily, I want to hear from you what is actually happening in the program now in the areas of (1) curriculum; (2) process and (3) effects. I have specific questions to ask but I want you to feel free, at any time, to talk about any aspect of the Program which you deem important from your perspective as the teacher for the program.

I. PROGRAM

- (1) You have a list of goals and objectives before you. How do these fit in with your understanding of the intent of the Basic Skills program?
- (2) How many students have been in the program? This year and last?
- (3) What parts of the curriculum have you introduced? What parts have not been covered?
- (4) What are your immediate goals for the students? What would be your long term goals?
- (5) What orientation to the program did you have when you became the program teacher?
- (6) What other personnel are involved in the program? Within school?
Outside school?

II. PROCESS

- (1) What is your daily schedule?
- (2) How many students are now in the program? How many since program started? Have any students remained in program for the second year?
- (3) What is the daily curriculum? Reading, math, writing, history, science?
- (4) How much time does each student spend with you? Will you describe a typical student schedule?
- (5) What materials do you use? Group materials? Individualized materials?
- (6) How do you organize your classroom? Group teaching? Individualized instruction? Oral work? Written work? Student interaction?
- (7) What contacts do you have with the student's regular teachers. How frequent?
- (8) What contacts do you have with the student's parents?
- (9) Are the students primarily of Hispanic origin, or have other ethnic groups been incorporated?
- (10) May I please spend time visiting your classes to gather "observation data" about students?
- (11) Have you a list of regular teachers that service your students in the regular classes?

III. EFFECTS

- (1) You have been involved with the program for 2 months. Have you observed changes in the students?
- (2) What kinds of changes do you see?
- (3) Do the regular classroom teachers report change? What kinds?
- (4) How do these compare with change predicted in original goals? Let's compare together.

CONCLUSION

Is there any aspect of the program about which I have not asked that you feel would be important to consider in an evaluation and planning for its future use?

May I please have access to student records in order to collate data on schedules, grades and attendance records? May I please have a complete list of students who have participated in the program for any amount of time?

Will you please summarize your feelings about the program's potential for helping the student and its adaptability to other populations of students?

Thank you for being so generous with your time and with your ideas.

Interview Questionnaire for Student

- (1) How do you feel about the Basic Skills Program?
- (2) In what way does it help you?
- (3) Do you like this school? What do you like about it? What do you not like about it?
- (4) Do you like the teacher? What do you like about her? How does she help you? Are there other ways you wish she could help you?
- (5) How do you feel about yourself? Tell me one thing you really like about yourself. Tell me one thing you do not like about yourself.
- (6) What do you expect from yourself in relation to school? Has the Basic Skills program helped you to make better use of your ability and to know how to use school to help you?
- (7) Do you like to come to school? How often do you stay out when you are not sick?
- (8) How do you get along in regular classes?
- (9) How long have you lived in Worcester? Where did you come from? How does this school compare with your other school?
- (10) Do you like living in Worcester? Do you have alot or a few friends? Are your friends Hispanic or do you like to have many different kinds of friends?
- (11) Do you think it is better to have this program for Hispanic kids or to include other kids?
- (12) Have you ever worked? If yes, how did you find the job and what kind of work did you do? Has this program helped you to think about careers?

Interview Questionnaire for Regular Classroom Teacher

- (1) Please tell me about your association with the Basic Skills Program.
- (2) In what way has the Program helped the student to function better in your class?
- (3) What contacts have you had with the teacher of the Basic Skills Program? Has he (she) ever attended Team teacher daily meetings when Basic Skills Program students' academic programs are discussed?
- (4) Have you ever contacted the Basic Skills Program teacher about a student?
- (5) Would it be helpful to have the Basic Skills Program teacher attend; (1) daily planning meetings? (2) weekly planning meetings? (3) occasional planning meetings?
- (6) In marking Basic Skills Program students, is it necessary to adjust achievement standards?
- (7) Do Basic Skills Program students participate actively in classroom activities? Do they complete homework assignments? What is their general attitude toward your subject?
- (8) Do Basic Skills Program students come to you for extra help? How often? How many?
- (9) To what extent do other students in your class help the Basic Skills Program students when they have difficulty?
- (10) How do you think the Basic Skills Program could be better incorporated into the regular school mechanism?
- (11) What kind of student do you think should be included in the Basic Skills Program? At what grade level is it most needed?
- (12) Please tell me anything about the Basic Skills Program that you feel should be changed or added.

Interview Questionnaire for Principal

- (1) Will you share with me your feelings about the successes and shortcomings of the Basic Skills Program in your school?
- (2) Would you want the Basic Skills Program to become an integral part of the curriculum of your school?
- (3) What kind of population (and student) can best be served by the Basic Skills Program?
- (4) For what grade level is the program best suited?
- (5) How long do you think a student should remain in the Basic Skills Program?
- (6) Will you explain to me the administrative structure and mechanism for decision making and problem solving - (Teams, groups, committees, functions, etc.).
- (7) How does the Basic Skills Program fit into this structure?
- (8) What changes, if any, would you like to see in the Basic Skills Program? Population? Curriculum? Classroom organization? Teaching techniques? Classroom location?
- (9) What aspects of the Basic Skills Program would you like maintained?
- (10) Will you please review for me your overall impressions of the Basic Skills Program and ways you may be able to implement changes you have indicated.
- (11) What advice are you willing to offer for implementing the program in other schools in respect to
 - (1) program or curriculum
 - (2) how to implement
 - (3) what can be expected if the program's effect on the student
 - (4) what can be expected of the program's effect on the school?

Interview Format for Parents (Home Visits)
(Evaluator and Spanish Speaking SAC)

- (1) Will you share with us your child's feelings about school?
- (2) Does he (she) like the Basic Skills Program? Does he like school?
What does he like about it? What does he not like about it?
- (3) What do you know about the Basic Skills Program?
- (4) Is there something more about the Program you would like to know?
- (5) How often have you visited your child's school? For what purpose?
- (6) Will you describe your visit to school and how you felt about it?
- (7) Would you be willing to participate in a parents group in order to help
improve the Basic Skills Program?
- (8) How do you feel about your child attending school? Do you want him to
finish high school? Attend college?
- (9) Is there anything else about school you feel important to share with us?